

HOOK

Kindness Day

MID HOOK

Camp Half Blood Activities – Greek Dress Up day
Magistrate Visit (Democracy)

OUTCOME

Y6 led “Choose Kind” assembly to school
Y6 Greek Taverna to parents

LITERACY

Quality Text – Wonder by R.J. Palacio

Recount - Character Diary

Persuasive Letter Writing – In role as a main character

Narrative – additional scene

Quality Text – Percy Jackson and the Lightning Thief by Rick Riordan

Non chronological reports –Mythical beasts

Narrative – Myth extract (Chase scene)

Argument & debate –Formal and informal writing

GEOGRAPHY

Locational Knowledge & Geographical skills

Ancient Greek & modern day maps

Human & Physical

1st/3rd world

Settlement patterns

Change over time

Population growth

Climate zones

ART & DESIGN

Sketching - Greek pots

DT

3D mechanisms – frames & cams (moving museum) reflecting an element of our society which has been influenced by the Ancient Greeks or a Greek Myth.

WONDER

RATIONALE

Have you ever wondered who the ancient Greeks were and how they have influenced our life today? In this topic we will be studying different aspects of Ancient Greek life using a range of resources and artefacts.

To encourage empathy with others we will be reading the thought provoking book Wonder by R J Palacio and learn about the values of courage resilience and respect. We will inspire everyone in our school to choose kind. We will make comparisons with between the book Wonder and Percy Jackson by Rick Riordan.

HISTORY

Ancient Greece – a study of Greek life and achievements and their influence on the western world

A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.

The **legacy** of Greek culture (art, architecture, democracy, Olympics or literature) on later periods in British history, including the present day.

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

OUTDOOR LEARNING/PERFORMANCE

Kindness Assembly to the rest of the school
Camp Half Blood Topic Hook
The Olympics
Performance on amphitheatre.

Year 6: Autumn 1 and 2

COMPUTING

E-Safety

Scratch Animation

TOPIC MATHS

Measures – mass and capacity.

SCIENCE

Longitudinal study – living things & their habitats.

Working Scientifically

Recognise conclusions may be uncertain due to difficulties controlling and measuring variables accurately and that measurement always introduces some error.

Understand why repeat experiments helps identify the true value & data points far from the mean are likely to be inaccurate and should be discounted when averaging.

Begin to adapt experiments to produce more precise conclusions e.g. when seeking to find max, minimum value.

Electricity

Recognise and use symbols when representing a simple circuit in a diagram.
Understand about current and resistance.

MUSIC- Singing and Jazz

PSHE – Taking Responsibility/Justice and democracy

RE- Umma (Community)

PE & GAMES

Gymnastics/Orienteering

Dance/Hockey